

YEAR 5 CURRICULUM 2023-24

	AUTUMN	SPRING	SUMMER
History	<p style="text-align: center;">Meet the Greeks (Ancient history)</p> <p>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Why was Athens able to be so strong at this time? What was so special about life in 5th Century BC Athens that makes us study it? What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? In what ways have the Ancient Greeks influenced our lives today? BHM: Bristol Bus Boycott</p>	<p style="text-align: center;">Victorians (British and local history/local geography)</p> <p>Local fieldwork: Victoria Park as an intro to The Victorians unit of work. What were the main changes that took place during this time and who were the most important people responsible? What were the effects of changes in industry, especially factories? How did town life compare to life in the countryside at this time? What were the main changes in transport and what effects did they have on the lives of rich and poor? How was going to school different for rich and poor? Were the Victorian times a Dark Age or a Golden Age? Focus Interpretations</p>	
Geography	<p>Extreme Earth Volcanoes, mountains and earthquakes Where is Mount Everest? How do you map mountains? How are mountains formed? How are volcanoes formed? Volcanoes: a suitable home? What is an earthquake?</p>	<p style="text-align: center;">MAP SKILLS</p> <p>Reading globes, maps, floor plans, bird's eye view Large and small scale maps, mapping the school British Isles, UK, and GB differences, Capital cities, compass directions Ordnance survey maps, 4-digit reference Contour maps – match and make</p>	<p style="text-align: center;">INVESTIGATING BANGLADESH</p> <p>What are the similarities and differences between my country and Bangladesh?</p>
Math's	<p>Place Value Addition and subtraction Multiplication and division A Fractions A</p>	<p>Multiplication and division B Fraction B Decimals and percentages Perimeter and area Statistics</p>	<p>Shape Position and direction Decimals Negative numbers Converting units Volume</p>
Literacy	<p>Reading Who let the Gods out Percy Jackson and the Lightning Thief Talk for Writing Odysseus The many worlds of Albie Bright Earthquakes and Volcanoes Poetry six ways to look at the moon</p>	<p>Reading The Firework Makers Daughter Street Child Talk for Writing The Firework Makers Daughter Street Child Poetry spine poem</p>	<p>Reading Toms Midnight Garden Seasons of splendor Wonder The London Eye mystery Talk for Writing Toms Midnight Garden Seasons of splendor Poetry</p>
RE	<p>What is the best way for a Muslim to show commitment to God (Allah)? Should every Christian go on pilgrimage? How do Art & Music Convey Christmas? Courageous Advocate: Emily Pankhurst Charity: Water Aid</p>	<p>What is Buddhism? What happens in churches during Lent & Easter? Courageous Advocate: Emily Pankhurst Charity: Water Aid</p>	<p>How has the Christian message survived for over 2000 years? Understanding Faith in...our class, school and local community. Courageous Advocate: Emily Pankhurst Charity: Water Aid</p>
Science	<p>Earth and Space/ Forces</p>	<p>Properties and changes of materials</p>	<p>Living things and their habitats / Animals, including humans (NC science link with SRE).</p>

ICT	Junior Jam iJam Unit 3 iProgram Unit 3 Esafety: Connecting our Worlds		Junior Jam iAnimate Unit 3 iOffice Unit 3 Esafety: Connecting our Worlds		Junior Jam iCommunicate Unit 3 iTech Cyber Security Unit 3 Esafety: Connecting our Worlds	
Art	Supersized jewelry Drawings inspired by Anglo-Saxon architecture (linked to Y3 learning)		Collage and automatic drawing and sculpture Negative space and scale		Festival feast from Modroc Colour and composition, making sculptures balance	
DT	Cross curricular linked		Mechanical Systems - Pulleys and levers -		Food - Celebrating Culture and Seasonality	
Music Junior Jam	Music Theory with Keyboards L3 Singing L3		Songwriting with Glockenspiels L3 Electric drumming L1		African drumming L3 Ukuleles L1	
PSHCE	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	West Ham coaching Swimming		Swimming Basketball		Swimming Athletics	
French	Junior Jam L 1 Unit 4 and 5		Junior Jam L1 Unit 6 and 1		Junior Jam L 1 Unit 2 and 3	
Trips and Visits	British Museum		Victoria Park Ragged School Museum		Natural History Museum	
Texts linked to topic	Everest		Street child Cogheart The Highway man			
WC reading spine books	The Wolves of Willoughby Chase, Varjak Paw, Wolf Brother, Street Child, The Midnight Fox, Tom's Midnight Garden, FARThER, The Boy at the Back of the Class, The Boy in the Tower					
Promotion of British Values SMSC	Democracy – what it is and where it originates from Tolerance of others with different faiths or beliefs Mutual respect		Rule of Law – how things have changed for us since the Victorian times Tolerance of others with different faiths or beliefs Mutual respect		Tolerance of those with different faiths or beliefs Mutual respect	
Safeguarding	Online safety Road Safety Safe touch Fire Safety/ Fire drill training		Online safety		Online safety	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].					
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]					
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]					
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]					
Spelling	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/					

	<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>
Terminology for pupil	subject, object, active, passive , synonym, antonym , ellipsis, hyphen, colon, semi-colon, bullet points

*For detailed information regarding the NC for your year group, see separate planning documents.